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ABSTRACT

Florida's Educational Accountability Act of 1976 requires that each school district in the state establish a comprehensive program for pupil progression. The Duval County plan establishes procedures to be followed in matters of promotion, retention or special assignment, and graduation. The plan also outlines promotion and placement within exceptional student education programs. (MLF)

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PUPIL PROGRESSION PLAN

REQUIREMENTS AND PROCEDURES

August, 1979

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Many thanks to the people in the Duval County School System who contributed in so many ways to the development of the Pupil Progresseion Plan. Among the contributors are the committee members listed below:

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INTRODUCTION

It is expected that with appropriate motivation, the vast majority of Duval County Public School pupils can make satisfactory progress through the grades. It is further expected that most will be able, each year, to achieve a level of academic proficiency and social and emotional development that will enable them to benefit from instruction at the next grade level. However, for a variety of reasons, some pupils may require more than the usual amount of time to develop their educational potential. Therefore, this Pupil Progression Plan for the Duval County Public Schools, 1979, which implements board policy and establishes procedures to be followed, has been developed to provide each pupil with the maximum opportunity to succeed in school.

It is intended that grade placement be made to serve the best interest of each pupil. Promotion, retention, or special assignment procedures contained in this Pupil Progression Plan are designed for that purpose.

The Pupil Progression Plan is designed to assist district staff in reaching the goal of placing each student in an instructional program in which the student can achieve academically and develop emotionally, socially, and physically.

An additional purpose of this plan is to present to school personnel, parents, pupils, and other interested citizens; board policy and the administrative procedures required to implement state legislative and local board pupil progression requirements.

FOREWORD

In June, 1976, the Florida State Legislature enacted the Educational Accountability Act of 1976. It requires that each school district in the State of Florida establish a comprehensive program for pupil progression.

The Florida Statutes, Chapter 232.245, states that:

1. By July 1, 1977, each district school board shall establish a comprehensive program for pupil progression which shall be based upon an evaluation of each pupil's performance, including how well he masters the minimum performance standards approved by the state board.

2. The district program for pupil progression shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the minimum performance standards approved by the State Board of Education. Particular emphasis, however, shall be placed upon the pupil's mastery of the basic skills, especially reading, before he is promoted from the 3rd, 5th, 8th, and 11th grades. Other pertinent factors considered by the teacher before recommending that a pupil progress from one grade to another shall be prescribed by the district school board in its rules.

The Florida Statutes, Chapter 232.246, states that:

1. Beginning with the 1978-79 school year, each district school board shall establish standards for graduation from its schools which shall include as a minimum:

   a. Mastery of the minimum performance standards in reading, writing, and mathematics for the 11th grade, established pursuant to ss. 229.565 and 229.57, determined in the manner prescribed by rules of the state board;

   b. Demonstrated ability to successfully apply basic skills to everyday life situations as measured by a functional literacy examination developed and administered pursuant to rules of the state board; and

   c. Completion of a minimum number of academic credits, and all other applicable requirements prescribed by the district school board pursuant to s. 232.245.

2. The state board shall make provision in its rules required herein for appropriate modification of testing instruments and procedures for students with identified handicaps or disabilities in order to ensure that the results of the testing represent the student's achievement, rather than reflecting the student's impaired sensory, manual, speaking, or psychological process skills, except where such skills are the factors the test purports to measure.

3. A student who meets all requirements prescribed in subsection 1. shall be awarded a standard diploma in a form prescribed by the state board; provided that a school board may, in lieu of the standard diploma, award differentiated diplomas to those exceeding the prescribed minimums. A student who completes the minimum number of credits and other requirements prescribed by paragraph 1.c, but is unable to meet the standards of paragraph 1.a or paragraph 1.b shall be awarded a certificate of completion in a form prescribed by the state board.

The Pupil Progression Plan has been developed in response to the state's accountability legislation and to fulfill the requirements of Board Policy IGB and JFB. (See Appendix A)

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I. GENERAL PROCEDURES FOR PROMOTION, GRADES K-12

A. Pupil promotion in the Duval County Public Schools is based upon an evaluation of each pupil's achievement in terms of appropriate instructional goals.

Miminum district-wide standards for promotion are established in this Pupil Progression Plan. Pupils meeting the minimum standards are eligible for promotion and/or credit; unless the pupil fails to meet other promotional criteria established in this plan, School Board Policy, and/or State Board of Education regulations. The average pupil should perform well above these minimum standards.

B. Pupils who do not satisfactorily achieve established objectives for the grade to which they are assigned will be assigned to the same grade for the next school year, or given an assignment to a special program, e.g., alternative learning program, exceptional education program within the regular school or summer program. These pupils shall be provided instruction designed to continue their progress toward mastery of the standards in their assigned instructional program. This school district is committed to a diagnostic/prescriptive program in the basic skills; therefore, pupil retention is to be used as one procedure to provide pupils with additional time to master skills required for success in the next higher grade.

C. Parents shall be notified in writing at any time during a grading period when it is apparent that their child may fail or is doing unsatisfactory work in any course or grade assignment. The parents of such a child shall be offered an opportunity for a conference with the teacher or principal. Parents shall be able to assume that pupils earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade level or for the course(s) in which they are enrolled.

Satisfactory grades in remedial programs, the alternative education program or the exceptional education program must indicate that the pupil is working satisfactorily in a program below the range acceptable for the grade assignment. The opportunity for a conference with the teacher or principal shall be provided for parents of any child who may be retained.

D. Any pupil who has been retained may be assigned during the next school year to the next higher grade if the principal determines that the established standards have been met subsequent to the original evaluation, and that the pupil

will be able to benefit from instruction at the higher grade. This assignment shall be approved by the appropriate Area Assistant Superintendent.

E. Any pupil who meets only minimum standards, but who has been appropriately evaluated and identified as needing remedial instruction, may be assigned to the same grade level upon the recommendation of the teacher and with the written consent of the pupil's parent.

F. School personnel should make every effort to gain the understanding and cooperation of parents regarding a pupil's grade placement. The final decision as to grade placement, however, is the responsibility of the principal unless otherwise specified in this policy.

G. The assignment of a pupil to a higher grade level which results in the pupil skipping a grade, or part of a grade, should be made on the basis of exceptionally high achievement by the pupil and evidence that the pupil will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects of the decision should be considered. The principal has the responsibility for making such assignments. A pupil will not be accelerated without written parental consent. The parent will be notified formally, in writing, that the pupil is receiving an accelerated grade placement to the next higher grade. A parent conference shall be held. A copy of this notification shall be placed in the cumulative guidance record and a copy maintained at the school originating the request.

The pupil's cumulative record and report card will be worded "accelerated grade placement," and contain the major reason(s) for the assignment, and the name of the principal who made the placement.

H. All pupils who are having difficulty meeting promotional requirements should be evaluated by the professional staff to be certain that they do not require assignment to the exceptional education program. Pupils who are to be retained shall receive counseling services and may be recommended for evaluation by appropriate personnel if the principal, teacher, and/or counselor feel such a referral would benefit them.

Any pupil in elementary or junior high who has been retained one year and is recommended for retention a second year, shall be referred for an evaluation by appropriate personnel; e.g., psychologist, reading specialist, etc.

I. The grade placement and/or course credit of a pupil transferring from another state or private school shall be

determined by the principal of the receiving school. Credits shall be interpreted so that the requirements for that grade placement have been met in the school district from which the pupil is transferring. All Duval County Public School requirements, prior to the date of entry, shall be waived with the exception of the district and state testing requirements for graduation.

A pupil enrolling for a full year or more shall meet all local district requirements for the year or years that the pupil is in attendance in the Duval County Public Schools. Course credit or grades for a pupil who enrolls after the 23rd day of the last grading period of a semester may be determined by the school district from which the pupil is transferring. In the event the transferring school district will not issue a grade or credit for such a pupil, the receiving school principal may utilize appropriate achievement or subject-level tests data to determine course credit and/or grades for promotional purposes.

J. The Duval County School Board, by a positive vote of two-thirds of its membership, may waive any district standard or requirement by grade placement, retention, and/or accrual of credit toward graduation or promotion when such waiver is determined by the Board, after a review of the specific circumstances in question, to have the effect of furthering the Pupil Progression Plan and is further determined by the Board to be based on "the successful completion of" an alternative at least equal to the standard or requirement as specified in the Plan.

K. Pupils who are eligible for and are placed in a Transitional Bilingual Education Program or English for Speakers of Other Languages Program, either resource or self-contained, shall be exempted from the Pupil Progression Plan's testing criteria for promotion until the state and/or local standards and specialized evaluation tools are developed. The judgment of the appropriate bilingual or ESOL teacher, in conjunction with the appropriate regular or mainstream teacher, shall be used as a major criterion to qualify a bilingual or ESOL pupil for promotion.

This exemption does not apply to the state or district high school graduation requirements for the standard diploma or to pupils who are eligible for the Transitional Bilingual Program and/or English for Speakers of Other Languages Program but whose parents choose to waive their assignment to these programs.

II. PROMOTION AND PLACEMENT WITHIN THE ELEMENTARY SCHOOL

A. Procedures for Promotion and Placement in the Primary Grades--Kindergarten, One, Two, and Three

1. Children who will be five years of age on or before January 1 of the entering school year, shall be placed in kindergarten. An exception to this requirement is as follows:

   Childrer who will be age six prior to June 30 of the entering school year are eligible to participate in the Early Admission to First Grade Program. If the child successfully completes the state-mandated requirements, placement in the first grade will take place during the first 20 days of school.

2. It is the responsibility of all primary grade teachers to identify pupils who apparently are not able to make satisfactory progress toward grade level objectives, particularly in the basic skills, or who are immature physically, socially, and/or emotionally.

   Principals shall establish procedures whereby teachers will notify parents when it is apparent that a pupil is not able to achieve the minimum or essential skills expected at that grade level and, in cooperation with the parents, attempt to provide special help for the pupil. Pupils who still cannot make satisfactory progress in the basic skills will be assigned to a special program or will be retained in the primary grades to continue in the diagnostic/prescriptive program in reading, writing, and mathematics. This program shall have a well-defined hierarchy of instructional objectives in the basic skills subject areas. It shall also include instructional objectives in the other subject areas including career education.

3. Pupils in the primary grades who have been retained, but who could meet promotional requirements in less than a full year, will be counseled into a summer program and reevaluated at the end of the summer session. Their assignment for the following school year may be adjusted, based on their achievement during the summer.

4. To the extent that resources are available, each school may create special alternative education primary classes with a reduced adult-pupil ratio to emphasize basic skills instruction for those students who have not met promotional standards in the primary grades. Placement of pupils in such a program shall be only with written parental permission.

B. District Criteria for Promotion and Placement in the Primary Grades

1. In addition to meeting all other requirements of this plan, a pupil must successfully meet district-wide standards in reading, writing, and mathematics to be promoted from each primary grade in any Duval County Public School.

2. Promotion of students in the regular elementary program shall be based on the following criteria:

   a. A minimum score on each of the total math and total reading subtests of the Stanford Achievement Test equivalent to the 16th percentile.

   b. A minimum score of 75% accuracy on each of the math and the reading Essential Skills Tests.

   c. Teacher judgment, based on adequate documentation, that the pupil has demonstrated the skills needed to perform at the next higher grade level.

3. A pupil who fails to meet any two of the above criteria shall be retained and a parent conference scheduled to explain the need for additional remedial help during the summer session.

   All elementary pupils attending summer school shall be evaluated at the end of the summer session. Any pupil who has passed the Essential Skills or the Stanford Achievement Tests and has demonstrated satisfactory progress as determined by the summer school teacher shall be promoted to the next higher grade level for the next school year. Any pupil not meeting promotional requirements at the end of the summer school session shall be referred to the home school for further evaluation as to program placement, i.e., alternative education. Summer school pupils failing to meet the promotional criteria shall not be promoted.

4. Pupils being promoted from the third to the fourth grade shall also meet all requirements for promotion established by the Florida State Board of Education and/or any applicable Florida State Statutes.

C. Procedures for Promotion and Placement in the Intermediate Grades--Four, Five, and Six

1. Promotion in the intermediate grades is based on progression in the basic skills and on the pupil's demonstrated ability to apply the basic skills to other subject areas.

2. It is expected that each pupil promoted from grades four, five, and six will have achieved, during each school year, at the established minimum levels in basic skills areas. The achievement of the minimum levels is determined by an analysis of all available data: standardized test results, state assessment results, progress tests in daily assignments, teacher observations, and other objective information. The majority of pupils should make a year's progress each year. Appropriate procedures shall be followed by the classroom teacher to observe and assess each pupil's performance continuously throughout the school year to determine if expected achievement levels are being met.

3. In addition to achieving the basic skills, pupils in the intermediate grades shall earn passing grades in the majority of the other required subject areas as a condition for promotion.

4. Pupils who have been retained in the intermediate grades and who could meet promotional requirements in less than a full year, will be counseled into a summer program and reevaluated at the end of the summer. Their assignment for the following school year may be adjusted based on their achievement during the summer.

5. To the extent that resources are available, each school may create special alternative education intermediate classes with a reduced adult-pupil ratio to emphasize basic skills instruction for those students who have not met promotional standards in the intermediate grades. Placement of a pupil in such a program shall be only with written parental permission.

D. <u>District Criteria for Promotion and Placement at the Intermediate Grade Levels</u>

1. In addition to meeting all other requirements of this plan, a pupil must successfully meet district-wide standards in reading, writing, and mathematics for promotion at the intermediate grade levels in any Duval County Public School.

   Promotion of pupils in the regular elementary program will be based on the following criteria.

   a. A minimum score on each of the total math and total reading subtests of the Stanford Achievement Test equivalent to the 16th percentile.

   b. A minimum score of 75% accuracy on each of the math and the reading Essential Skills Tests.

c. Teacher judgment, based on adequate documentation, that the pupil has demonstrated the skills needed to perform at the next higher grade level.

2. A pupil who fails to meet any two of the above criteria shall be retained and a parent conference scheduled to explain the need for additional remedial help during the summer session.

All elementary pupils attending summer school shall be evaluated at the end of the summer session. Any pupil who has passed the Essential Skills or the Stanford Achievement Tests and has demonstrated satisfactory progress as determined by the summer school teacher shall be promoted to the next higher grade level for the next school year. Any pupil not meeting promotional requirements at the end of the summer school session shall be referred to the home school for further evaluation as to program placements, i.e., alternative education. Summer school pupils failing to meet the promotional criteria shall not be promoted.

3. Pupils being promoted from grade five to grade six shall also meet all requirements for promotion established by the Florida State Board of Education.

E. Required Program of Study - Elementary Schools (Kindergarten - Sixth Grade)

1. The required program of study for elementary school grades in the Duval County Public Schools reflects state and local requirements for elementary education. The areas of study required for each grade, kindergarten through six are shown in Table 1.

Table 1

Elementary Program of Study

Subjects		
Required:	Art	Physical Education
	Health	Reading
	Language Arts	Safety
	Mathematics	Science
	Music	Social Studies (American History Grade Five)
Optional:	Career Awareness	Foreign Language

In addition, state law requires that consumer education be taught in the elementary school. School board requirements, supported by the State's Comprehensive Health Education Act of 1973, require that health education be included in the elementary program with emphasis on substance education at all grade levels. A board-approved exceptional child program is also required as specified by state statutes and State Department of Education regulations.

The Division of Curriculum Development will identify and/or develop instructional materials and staff development activities to facilitate implementation of the required programs in the various instructional areas. Upon the recommendation of the Area Assistant Superintendent, the Assistant Superintendent for Curriculum Development may approve a school's plan to use alternative approaches in meeting program requirements.

III. PROMOTION AND PLACEMENT IN THE SECONDARY SCHOOL

A. Promotion and Placement Within the Junior High School - Grades Seven, Eight, and Nine

1. In order for a student to be promoted to the next higher grade level within the junior high school, all of the following provisions shall be met:

   a. A student shall earn five instructional credits at each grade level. A credit shall be defined as either one full-year course or two one-semester courses.

   b. A student shall earn one credit in language arts and one credit in mathematics at each grade level.

   c. A student shall pass either a science or a social studies course at each grade level.

2. At each junior high school grade level, two instructional program levels shall be established in language arts, mathematics, and other designated academic subject areas. These levels shall be designated as advanced and standard. Both levels shall carry credit toward promotion. A student shall be counseled to enroll in the appropriate level by the school principal and/or the instructional staff after an individual evaluation of the student's academic achievement level.

3. Language arts and mathematics courses designated as remedial will be granted elective credit, but will not satisfy the language arts and mathematics standard promotional requirements. Remedial courses will be

offered to students who are identified as needing remediation after a careful analysis of all available data; e.g., standardized test results, state assessment results, progress tests, daily assignments, teacher observation, and other objective information.

At no time shall a student be counseled to enroll in remedial courses solely on the basis of a single test score, or assigned to a remedial class without written parental consent.

The purpose of remedial courses is to provide needed instructional assistance that will enable the student to achieve adequately at the standard level. Students may be enrolled in a remedial mathematics and/or language arts course concurrently with standard courses in these subject areas.

4. In order to earn course credit and unless stated otherwise in this policy, each student shall pass the Minimum Level Skills Test (MLST) for each required academic course and demonstrate mastery of the specific objectives for all required academic courses in which the student is enrolled, as determined by the classroom teacher. Appropriate procedures shall be followed by teachers to observe and assess each student's performance continuously throughout the school year to determine if expected achievement levels are being met.

   Mastery of the specific objectives for all other courses in which the student is enrolled, as determined by the teacher, shall be the criterion for passing those courses and earning appropriate course credit.

5. A student who fails to meet promotional requirements is eligible to earn credit in summer school towards promotion to the next grade level. A student who fails to attend summer school shall be retained.

   Students who have been retained at the seventh, eighth, or ninth grade, but who could earn credit toward meeting promotional requirements in summer school, shall be counseled into a summer program and reevaluated at the end of the summer. Summer school students who satisfy all course requirements and pass the Minimum Level Skills Test, when required, shall be promoted.

6. To the extent that resources are available, each junior high school center may create alternative education classes with reduced adult-student ratio to offer intensive basic skills instruction and career education for those students who cannot meet promotional standards within the junior high school standard program. Placement of students in such a program shall be only with written parental permission.

   A student may be assigned to a junior high alternative education class for a portion of the school day. For the remainder of the day, the student should be scheduled into courses according to interest and the ability to benefit from instruction. Other course requirements may be waived for this student by the junior high principal. Students will earn alternative education program credit. No standard credit will be awarded to students during the time they participate in this program.

7. Students shall also meet all other course requirements approved by the school board or mandated by the state.

8. Whenever possible, a student should not be required to repeat a course that he/she has passed. A student in a seventh grade center who has earned five credits but has failed to earn the required credits in either language arts or mathematics, shall be moved to an eighth and ninth grade center and shall be classified as a seventh grader. Therefore, eighth and ninth grade centers shall offer seventh grade language arts and mathematics courses for this student. However, such students may take other required courses at the eighth grade level in subject areas where they have earned passing grades.

   If the principal deems it instructionally appropriate, seventh grade centers may offer eighth grade subjects to students who are retained at the seventh grade center. Such students will have earned less than five credits at the seventh grade level.

9. Students retained in grade may accrue credits toward promotion from one year to the next.

10. Each student in grades 7-9 shall be scheduled for a minimum of six credits per year except under unusual circumstances approved by the principal.

B. <u>State Requirements for Promotion at the Junior High Level</u>

Students being promoted from grade eight to grade nine shall also meet all requirements for promotion established by the Florida State Board of Education.

C. Promotion from Junior High to Senior High School - Grade Nine to Grade Ten

1. In addition to all other requirements for junior high contained in this plan a student shall earn 15 instructional credits in order to be promoted to the tenth grade as specified in Table 2.

Table 2

Promotional Requirements from Junior High to Senior High School

Subject	Required Credit
Language Arts	3
Mathematics	3
Physical Education	2
Science and Social Studies	3*
Electives	4
Total	15

*in any combination

2. Five of the 15 credits shall be earned at the ninth grade level.

3. A ninth grade student who has earned 15 credits but failed either language arts or mathematics in the ninth grade shall move to a senior high school and be classified as a provisional tenth grader. Therefore, senior high schools shall offer ninth grade language arts and mathematics courses for this student.

D. Junior High Program of Study

1. The junior high program of study by grade level is shown in Tables 3-5. These are the courses in which all students should be enrolled.

Table 3

7th Grade Program of Study

Subject	Available Credit
Language Arts	1
Mathematics	1
Science	1/2
Geography	1/2
Physical Education	1
Pre-Vocational Wheel	1
Elective	1
Total	6

Table 4

8th Grade Program of Study

Subject	Available Credit
Language Arts	1
Mathematics	1
Science	1/2 or 1
Health	1/2
Man and Society	1/2
Physical Education	1
Electives	1 1/2 or 1
Total	6

Table 5

9th Grade Program of Study

Subject	Available Credit
Language Arts	1
Mathematics	1
Science	1
American History	1
Electives	2
Total	6

2. Junior High Curriculum

The junior high school curriculum is comprised of courses selected through procedures adopted by the school from the following subjects or subject areas:

Agribusiness/Agriculture
Art
Business and Distributive Education
Exceptional Child Education
Foreign Language
Health
Home Economics
Human Growth and Development
Industrial Arts
Language Arts
Library Science
Mathematics
Music
Physical Education
Science
School Services
Social Studies
Work Experience

The pre-vocational wheel (grade 7) and health education (grade 8), are specifically required by the School Board of Duval County, the Florida State Board of Education, or by Florida Statutes. Consumer education and substance abuse education are also required, but may be offered as units of instruction within various authorized courses.

E. Promotion Within the Senior High School - Grades Ten, Eleven, and Twelve

1. In order to be promoted from the tenth grade to the eleventh grade within the senior high school, a student shall earn a minimum of five credits as specified in the required courses of study for the senior high school. Students who have earned five or more credits before the start of their junior year shall be classified as juniors; students who have earned ten or more credits before the start of their senior year may be classified as seniors.

2. The two approved regular programs of study for students in Duval County are the Academic Program of Study and the Vocational Program of Study. A sufficient number of credits shall be earned in one of these programs prior to graduation. (See tables 6-8 on pages 19-21.)

3. At each senior high school grade level two instructional program levels shall be established for the subject areas of language arts, mathematics, and other designated academic areas. These levels shall be designated as advanced and standard. Both levels shall carry credit toward graduation. Students shall be counseled to enroll in the appropriate level by the school principal and/or the instructional staff after an individual evaluation of the student's academic achievement level.

4. Language arts and mathematics courses designated as remedial will be granted elective credit toward graduation, but will not satisfy the language arts and mathematics standard promotional or graduation requirements. Remedial courses will be offered to students who are identified as needing remediation after a careful analysis of all available data; e.g., standardized test results, state assessment results, progress tests, daily assignments, teacher observation, and other objective information.

   At no time shall a student be counseled to enroll in remedial courses on the basis of a single test score, or assigned to a remedial class without parental consent.

   The purpose of the remedial courses is to provide needed instructional assistance that will enable the student to achieve adequately at the standard level. Students may be enrolled in a remedial mathematics and/or language arts course concurrently with standard courses in these subject areas.

5. In order to earn course credit and unless otherwise stated in this policy, each student shall pass the Minimum Level Skills Test specified for each required academic course, and demonstrate mastery of the specific objectives for all required courses in which the student is enrolled, as determined by the teacher. Appropriate procedures shall be followed by teachers to observe and assess each student's performance continuously throughout the school year to determine if expected achievement standards are being met.

   Mastery of the specific objectives for all other courses in which the student is enrolled, as determined by the teacher, shall be the criterion for passing those courses and earning course credit.

6. Students who fail to meet promotional requirements are eligible to earn credit in summer school towards promotion to the next grade level.

Students who have been retained at the tenth, eleventh, or twelfth grades, but who could earn credit toward meeting promotional requirements in summer school shall be counseled into a summer program and reevaluated at the end of the summer. Summer school students who satisfy all course requirements and pass the Minimum Level Skills Test, when required, shall be promoted and/or earn credit toward graduation.

7. Senior high school students may earn credit during summer school which may be applied toward high school graduation.

8. To the extent that resources are available, each senior high school center may create alternative education classes with reduced adult-student ratio to offer intensive basic skills instruction and career training for those students who cannot meet promotional or graduation standards within the senior high school standard program. Placement of students in such a program shall be only with written parental permission.

   Students may be assigned to such a senior high school alternative education class for a portion of the school day. For the remainder of the day, the student will be scheduled into courses according to interest and the ability to benefit from instruction. Other course requirements may be waived for these students by the senior high school principal. Students will earn alternative education program credit. No standard credit will be awarded to students during the time they participate in this program.

9. Senior high school students shall not earn credit toward graduation or for completion of a course for which they earned credit at the junior high school level.

F. State Requirements for Promotion and Graduation at the Senior High Level

Students being promoted from grade twelve shall also meet all requirements for graduation established by the Florida State Board of Education in order to receive a diploma.

G. Additional Provisions for Meeting Graduation Requirements

1. Each student in grades ten through twelve shall be scheduled for a minimum of five credits per year except under unusual circumstances approved by the principal. [FS 228.041 (13)]

2. Transfer of Credits

a. All evidence of work or credits earned at another school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the proper school authority.

b. Work or credits from state or regionally accredited schools or institutions shall be accepted at face value, subject to validation if deemed necessary. Credit from private schools shall be accepted at face value if the school is listed in the Florida Educational Directory and is accredited by one of the agencies listed.

c. Work or credits from nonaccredited public or private schools shall be evaluated by the principal or his/her designee. An appropriate achievement or subject level test may be utilized to determine credit and/or grade placement if deemed necessary.

d. Upon prior approval of the high school principal a student classified as a senior may have one Florida Junior College high school completion credit transferable to meet graduation requirements.

e. In the event that a student enrolls in a Duval County Public School after the 23rd day of the last grading period of a course and no comparable course is available, credit for the course shall be determined by the transferring school and accepted by the receiving Duval County Public School.

f. Work or credits transferred from other school districts shall be evaluated in terms of the requirements of the district where such credit was earned. One year's high school work satisfactorily completed in another district shall count as the equivalent of meeting not less than five credits. This shall be interpreted so that the courses of study requirements for graduation are not retroactive for students transferring from another school district provided the student has met all requirements of the district from which the student is transferring. All Duval County Public School requirements prior to the day of entry shall be waived with the exception of the district or state testing requirements for graduation.

A student enrolling for a full year or more shall meet all local district requirements for the year or years that the student is in attendance in the Duval County Public Schools.

Course credit or grades for students who enroll after the 23rd day of the last grading period of a semester may be determined by the school district from which the student is transferring. In the event that the transferring school district will not issue a grade or credit for such students, the receiving school principal may utilize appropriate achievement or subject-level test data to determine course credit and/or grades for promotional purposes.

3. No student shall be considered for grade point average class ranking unless he is in at least part-time attendance at high school. This shall include full-time Early Admission and full-time Job Entry students. Students enrolled in programs such as full-time Early Admission or full-time Job Entry where no regular day school attendance is required are excluded from earning awards or honors based on high school grade point average ranking.

4. Early Admission and Advanced Studies Program

   a. The Early Admission Program provides high school seniors with an opportunity to earn college credits during their senior year in high school. A student who meets the conditions of an early admission and advanced studies program may be excused from school attendance all or part of his senior year in high school and, when state and county graduation requirements are met, be eligible for graduation. See Appendix B for procedures.

5. Graduation Under the Job Entry Program

   a. The job entry program permits a student who has reached the age of 16, completed grade 11, and met all requirements for promotion to the 12th grade, to substitute 288 hours of supervised work experience for one credit. A student is allowed to earn up to a maximum of five credits in the job entry program.

   b. A student shall meet the conditions for participation in the job entry program as prescribed by State Board of Education Administrative Rule 6A-1.95.

6. Credit by Examination Program

   Secondary students may earn course credit through successful completion of the Credit by Examination program in approved subject areas.

7. Limitation on Graduation Date

No individual except one assigned to the Early Admission Program or one who has successfully completed four advanced courses or earned course credit through credit by examination shall be permitted under this plan to qualify for high school graduation at an earlier date than that on which he or she would normally have been graduated through regular attendance in high school.

8. Americanism vs. Communism Instructional Requirement

Thirty hours of instruction in Americanism vs. Communism and study in economic education as established by law, are required for graduation. The Americanism vs. Communism will be taught in connection with appropriate regular social studies courses or as indicated in the senior high school curriculum guide. One credit in American History and Institutions is also required.

H. Required Courses of Study--Grades Ten Through Twelve

A minimum number of credits is required for graduation with no credit being granted for extracurricular activities, including athletics. The credits and subjects specified in Tables 6-8 on pages 19-21 are the minimum requirements for graduation for students in the standard program.

The program of study and requirements for graduation for senior high school students enrolled in the alternative education program are shown in Table 9 on page 22.

Table 6

Academic Program of Study
Senior High School

Subject	Class of 1979 - 80	Class of 1980 - 81
Language Arts	3	3
Social Studies[1]	2 or 3	2 or 3
Science[1]	2 or 3	2 or 3
Math[1, 2]	2 or 3	2 or 3
P. E.[3]	1	1
Electives	4	6
Total Credits	15	17

[1]Of these 3 subjects, 3 from one subject, 2 from each of the others, are required.

[2]Students are encouraged to enroll in the mathematics courses during the tenth and eleventh grades.

[3]One credit in physical education, exclusive of health, first aid, and driver education is required. Activities such as drill team, cheerleading, baton twirling, and marching band shall not be substituted for the required credit in physical education.

Table 7

Vocational Program of Study
Regular High School Vocational Students

Subject	Class of 1979 - 80	Class of 1980 - 81
Language Arts[1]	3	3
Social Studies	2	2
Science	1	1
Math[1, 2]	2	2
P. E.[3]	1	1
Vocational courses in a planned program[4]	6 or	8 or
Vocational courses plus electives and/or related vocational courses if the student enters this program in the 11th grade and can still complete the specific requirements of the program	5	5
Total Credits	15	17

[1]These two subjects can be reduced by one course for students who are in a cooperative program, or for students who have a specific program requirement for which he/she will be unable to complete this many courses.

[2]Students are encouraged to enroll in the mathematics courses during the tenth and eleventh grades.

[3]One credit in physical education, exclusive of health, first aid, and driver education is required. Activities such as drill team, cheerleading, baton twirling, and marching band shall not be substituted for the required credit in physical education.

[4]The total number of credits will be the same as for an academic student but the extra two credits in 1980-81 will be in a vocational program.

Table 8

Vocational Program of Study
Skills Center Vocational Students

Subject	Class of 1979 - 80	Class of 1980 - 81
Language Arts[1]	3	3
Social Studies	2	2
Science	1	1
Math[1,2]	2	2
P. E.[3]	1	1
Vocational courses in a planned program	6 or	6 or
Vocational courses plus one elective if the student enters this program in the 11th grade and can still complete the specific requirements of the program	5	5
Total Credits	15	15

[1]These two subjects can be reduced by one course for a student who is transported to a skills center for two years or more, is in a cooperative program, or has a specific program requirement for which he/she will be unable to complete this many courses. A three year skills center student will need 15 credits to graduate. A two year skills center student will need 16 credits to graduate in 1980-81 and thereafter.

[2]Students are encouraged to enroll in the mathematics courses during the tenth and eleventh grades.

[3]One credit in physical education, exclusive of health, first aid, and driver education is required. Activities such as drill team, cheerleading, baton twirling, and marching band shall not be substituted for the required credit in physical education.

Table 9

Alternative Education Program of Study
Senior High School

Year[1]	Subject	Hour Blocks
First	Math/Language Arts (related skills)	2
	Career Training	2
	Elective	1
	Elective (if needed)	1
Second	Math/Language Arts (related skills)	2
	Career Training	3[2]
	Elective (if needed)	1
Third	Math/Language Arts (related skills)	2
	Career Training	3[2]
	or	
	Cooperative Educational Training (O.J.T. if qualified)	3[2]
	Elective (if needed)	1
Fourth	Any combination of the following: Career Training Cooperative Educational Training Full-time O.J.T.	3[2]

[1]A minimum of three years of successful participation at the senior high school level in this program is required to be eligible for an Alternative Education Program Certificate of Competencies. The student shall meet the minimum competencies required for the career program in which he/she is enrolled to be eligible for the appropriate certificate of competencies. Students shall exit the program after four years.

[2]May be either two (2) or three (3) hour block (based on student needs)

I. Graduation Certificates and Diplomas from Senior High School

1. Standard Diploma:

A standard diploma shall be awarded to those students who have earned sufficient credits in grades 10-12 as specified in the required program of study. See Tables 6-8 on pages 19-21. These credits shall include a minimum of three credits in the standard or advanced language arts program and two credits in the standard or advanced mathematics program. In addition, each student shall earn at least two credits each in the academic subject areas of science and social studies. Students enrolled in an approved Vocational Program of Study may have the required language arts and/or mathematics credits reduced by one if they are transported to a skills center for three years or if they have a specific program requirement which keeps them from earning these credits. Students enrolled in an approved Vocational Program of Study shall earn one science credit. The purpose of the standard diploma is to certify satisfactory achievement in the regular high school academic or vocational program (especially achievement in the basic skills of reading, writing, and mathematics) and completion of all school board and Florida State Board of Education requirements. (See Tables 6-8 on pages 19-21 for complete list of graduation requirements.)

For the school years of 1979-80 and 1980-81, exceptional education students who meet all of the course requirements for their assigned program of exceptionality and, in addition, any applicable state and local graduation requirements for a standard diploma shall qualify for a standard diploma.

2. Exceptional Student Diploma:

An exceptional student diploma shall be awarded to those students who meet the applicable requirements as specified in the Promotion and Placement Within Exceptional Student section of this plan. (See pages 24-27.)

3. Students who have completed all district course requirements but failed to meet the state prescribed standards for graduation and/or applicable district testing requirements for graduation shall be awarded a certificate of completion. Students shall be granted a certificate of completion if it is determined at a point in their educational program that they have met all appropriate district course requirements for graduation. Students qualifying for a certificate of completion shall be counseled and, for those who might be successful, provided the opportunity to earn a standard diploma as prescribed by state statute.

Exceptional education students who successfully complete their approved district course requirements but fail to meet Florida State prescribed standards for graduation and any applicable district requirements for graduation shall be awarded a certificate of completion.

4. Certificate of Competencies:

Students attending school in grades 10-12 who have elected to participate in the district's secondary alternative education program and are not able to qualify for a standard diploma, exceptional student diploma, or a certificate of completion may be awarded a certificate of competencies upon satisfactory completion of the requirements for the program in which the students are enrolled.

IV. PROMOTION AND PLACEMENT WITHIN EXCEPTIONAL STUDENT EDUCATION

Exceptional student education programs and services shall be made available and conducted under the provisions of the approved District Procedures Manual for Exceptional Student Education. The procedures and criteria for the screening, referral, placement and dismissal of exceptional students are prescribed in the District Procedures Manual.

A. Promotion and Placement Within the Elementary and Junior High Schools (Resource and Self-contained)

All elementary and junior high school students who are eligible for exceptional education program services, either resource or self-contained shall be exempted from the pupil progression plan's criteria for promotion. However, all of the exceptionalities (with exception of the Mentally Handicapped and Deaf) follow the regular educational objectives for the required programs of study at elementary and secondary school level. Each principal of an elementary or junior high school shall use the appropriate exceptional education teacher judgment as a major criterion to qualify an exceptional education pupil for promotion. This decision shall reflect the following:

1. Information provided by regular education teachers which indicates that a student has demonstrated mastery of regular course objectives in any regular education courses a student may be taking.

2. Information and/or recommendations received from the appropriate exceptional education program teacher.

3. The student's achievement as determined from the Individual Education Plan (IEP).

4. Other appropriate achievement information as available.

   a. Exceptional education students in elementary schools shall take appropriate Essential Skills Tests and these may be used as part of the teacher judgment in determining if the student has mastered his I.E.P., but passage of such tests shall not be required for exceptional students.

   b. Exceptional education students in junior high schools shall take appropriate Minimum Level Skills Tests and these may be used as part of teacher judgment in determining if the student has mastered his I.E.P., but passage of such Minimum Level Skills Tests shall not be required for exceptional students.

B. Promotion and Placement Within Senior High Schools

Effective with students entering the 10th grade in 1979-80 school year, each exceptional education student pursuing a standard diploma must meet the following criteria:

1. Demonstrate mastery of specific regular course objectives.
2. Pass the Minimum Level Skills Test for the course.
3. Pass Part I of the State Student Assessment Test.
4. Earn sufficient standard credits.

If a student in a resource program wishes to pursue a standard diploma that student must schedule exceptional student resource classes as electives and otherwise pursue standard credits (as defined for students seeking a standard diploma). A student will not receive standard academic credit for periods spent in an exceptional student resource or self-contained class. Exceptional students may receive standard credit if mainstreamed for a portion of their school day which will count toward special diplomas in their prescribed program of study. Hearing impaired students attending regular classes shall be provided with interpreters, either oral or manual (as the need may be, if one is necessary). Visually impaired students shall be provided with large print or braille materials as necessary.

Effective with students entering the 10th grade in the 1979-80 school year, each exceptional education student pursuing an exceptional student diploma shall meet the following criteria:

1. Demonstrate mastery of specific course objectives, either regular or special education.

2. As determined by the exceptional education teacher, demonstrate mastery of his I.E.P.

   Exceptional education students shall take appropriate Minimum Level Skills Tests and these tests may be used as

part of teacher judgment in determining if the student has mastered his I.E.P., but passage of such Minimum Level Skills Tests shall not be required for exceptional student credits.

3. Earn the same number and type of credits which students pursuing a standard diploma must earn.

4. Additional State Requirements for the Exceptional Student Diploma:

   a. Educable Mentally Retarded

      Mastery of the eleventh grade special minimum performance standards for educable mentally retarded students as prescribed by Rules of the State Board of Education. The procedures for determining and certifying mastery of such standards shall be prescribed by Rules of the Duval County School Board.

   b. Trainable Mentally Retarded

      Mastery of the eleventh grade special minimum performance standards for trainable mentally retarded students as prescribed by Rules of the State Board of Education. The procedures for determining and certifying mastery of such standards shall be prescribed by Rules of the Duval County School Board.

   c. Hearing Impaired

      Mastery of the age 17 special minimum performace standards for hearing impaired students as prescribed by Rules of the State Board of Education. The procedures for determining and certifying mastery of such standards shall be prescribed by Rules of the Duval County School Board.

   d. Specific Learning Disabled

      Mastery of eleventh grade minimum performance standards for basic skills (Part I, State Student Assessment Test) as prescribed by Rules of the State Board of Education. The procedures for determining and certifying mastery of such standards shall be as prescribed by Rules of the Duval County School Board.

   e. Emotionally Handicapped

      Mastery of the eleventh grade special minimum performance standards for educable mentally retarded students as prescribed by State Board of Education Rules. The procedures for determining and certifying mastery of such standards shall be prescribed by Rules of the Duval County School Board.

or

Mastery of the eleventh grade minimum performance standards for basic skills (Part I, State Student Assessment Test) as prescribed by Rules of the State Board of Education. The procedure for determining and certifying mastery of such standards shall be prescribed by Rules of the Duval County School Board.

Nothing contained in this policy shall be construed to limit or restrict the right of an exceptional student solely to a special diploma for exceptional students. Parents of any such students shall, upon written request, be afforded the opportunity for their child to fully meet all requirements of Section 232.246, Florida Statutes, and thereby qualify for a standard diploma.

To assure that the intent of Section 232.246, Florida Statutes, is met, schools shall schedule a conference with the parents of students (eligible for a special diploma for exceptional students) prior to entry into the 10th grade. The purpose of the conference shall be to explain the options available to exceptional students, and to determine if the parents desire their child to pursue a standard diploma. If the parents do indicate such a desire, a written request for this action shall be obtained from the parents.

A record of the school's request(s) to hold such a conference shall be maintained in the cumulative record of each eligible student. If a school is unable to hold a conference because of the refusal or inability of parents to attend, a copy of this policy shall be mailed to the parents along with a statement that the student will be following a program leading to an exceptional student diploma unless the parents indicate in writing that they desire their child to pursue a regular program.

APPENDIX A

IGB
JFB

DUVAL COUNTY PUBLIC SCHOOLS

PROMOTION AND PLACEMENT POLICY

(ADOPTED JUNE 20, 1977)

The School Board of Duval County, Florida, is dedicated to the continuous development of each pupil enrolled in the school system. The professional staff of the school system has the responsibility to develop administrative procedures to ensure placement in the subjects, in the grade level, or in the special program best suited to meet the pupil's academic needs, with consideration given to the pupil's social, emotional and physical development.

Decisions regarding pupil promotion, retention, remediation, and special placement are primarily the responsibilities of the individual school's professional staff; however, the final decision regarding grade placement is the responsibility of the principal. Countywide standards, in accordance with which placement decisions must be made, shall be developed by the Superintendent and the administration in the form of a Pupil Progression Plan for the Duval County Public Schools. These standards, and the procedures for their implementation, shall reflect clearly that promotion in the Duval County Public Schools is based primarily on pupil achievement and is not an automatic process.

The purpose of the instructional program in the district's schools is to provide appropriate instruction and selected services that will enable pupils to perform academically at their grade level or higher. However, in recognition of the wide range of abilities, interests, motivation, and development, the Superintendent shall establish minimum standards in the basic skills of reading, writing, and mathematics which all pupils must meet as one condition for promotion within the school district. These standards should be such that they assure minimally that all pupils promoted within the district can benefit from the next grade level of instruction and that those who earn a diploma from a senior high school have sufficient basic skills to function effectively in the community. The Pupil Progression Plan shall provide assurance that all pupils within the Duval County Public Schools who are promoted or receive a diploma have met and/or exceeded all of the requirements mandated by the State of Florida and by the School Board.

As a part of the Pupil Progression Plan, procedures shall be established to achieve parent understanding, cooperation, and acceptance of the pupil's promotion or placement. The pupil, the parent, and other interested citizens shall have ample opportunity to understand fully the promotion and placement requirements of the district. When it becomes evident that the standards or requirements for promotion may not be met, parents of pupils in the K-12 program shall be informed of the possibility of retention or special placement. Pupil grades, notices of unsatisfactory progress, reports to parents on state assessment and/or standardized testing, and parent conferences, shall serve as the primary means of communicating pupil progress and achievement of the standards. Furthermore, when it becomes evident that a pupil consistently fails to meet the standards or requirements for promotion, the pupil's school center shall provide a program of remediation based on that pupil's documented needs and achievement level.

SPECIFIC AUTHORITY F.S. 232.245

APPENDIX B

EARLY ADMISSION AND ADVANCED STUDIES PROGRAM PROCEDURES

The Duval County Public School system recognizes that certain academically talented high school seniors may profit greatly when afforded the opportunity to pursue college level or advanced studies programs. However, due care shall be exercised when identifying these students. It is important that the student, parent and school consider conscientiously the academic, social, economic and personal aspects of such an important decision. It should be noted that senior high schools offer many options for the academically superior student who for various reasons may desire only part-time participation in advanced studies programs. Such offerings as college preparatory and college level courses, the accelerated high school program part-day high school; part-day college and the CLEP (tests which may provide college credits prior to college enrollment) fulfill this desire.

1. Students who meet the eligibility requirements needed in order to be considered for the Early Admission Program may secure applications along with the Duval County School Board policy on early admission procedure from the high school guidance office. The completed application should be returned to the counselor's office.

2. To be eligible for consideration for Early Admission the student shall complete a minimum of 12 credits earned in grades 10 and 11 while maintaining a 3.25 grade point average and achieving a satisfactory score on the eleventh grade assessment test as prescribed by State Board Rules, 6A-1.95. The following course credits shall be completed within the required 12 units:

a. Two high school credits in English (English 10, English 11)

b. Two high school credits in mathematics

c. Two high school credits in science

d. Two high school credits in social studies including one credit in American History and the required Americanism vs. Communism

e. One high school credit in physical education

3. High school counselors shall schedule individual conferences with student applicants and parent(s) to discuss graduation status, program orientation and all other requirements. During this conference the counselor shall review with the student and parent the procedural requirements for the early admission program.

4. Prior to requesting the principal's approval, the student shall file with the counselor verification of his/her acceptance for admission to a post-secondary institution authorized by Florida law or accredited by the regional accrediting agencies. To determine eligibility, colleges use: grade point average, specified score on admissions test (SAT/ACT), character reference and emotional maturity (recommended by student's counselor). This verification shall be attached to the student's application and to the "Terms of Agreement" to be submitted to the principal for approval.

5. The student, the parent and the counselor shall sign the Terms of Agreement form which states that the student may be awarded a diploma of graduation with his or her regular class or at a time convenient to the principal, provided that:

   a. The student has completed two college semesters or equivalent with a normal class load and has maintained a minimum average of C or equivalent.

   b. The student has earned sufficient college credits to fulfill graduation requirements (five quarter or three semester hours of college credit are equivalent to a one semester course, which is counted as one-half credit in high school).

6. The student approved for Part Time Early Admission (advanced studies) may take up to one-half of a full-time student load concurrently with a minimum of three credits in the regular high school program.

   a. College credits may be used to satisfy appropriate high school credit requirements or may be earned in addition to fulfillment of regular high school credit requirements.

   b. The equivalent of up to three college level credits earned in an accredited higher education dual enrollment program may be applied to graduation requirements when approved by the principal.

7. The student's cumulative folder shall show adequate notations covering the work accomplished while in college. An official transcript of college level work shall be used as verification for this record.

The above noted policies for Full Time Early Admission and Part Time Early Admission shall be incorporated in the student application form and include the following: parents' signatures, student's signature, counselor's signature, student's grade point average (by counselor), principal's signature, and date. A letter of acceptance from the college is to be placed with the application in the student's record.

8. Work completed in college is recorded on the student's school record and shall not be used in computing class standing or ranking. High school credits earned by part-time students shall be considered for grade point average during the student's senior year.

9. The principal shall make final approval of the application. After student, parent and counselor sign the "Terms of Agreement," the counselor shall submit to the principal the student's application, high school transcript, his verification of acceptance by the college, and the "Terms of Agreement."

   The student and his/her parent shall be notified by the counselor of the principal's decision. One copy of the "Terms of Agreement," with the principal's approval or disapproval, shall be given to the student and one copy shall be placed in the student's cumulative folder.

10. It shall be the student's and the parents' responsibility to request information concerning the senior class activities.

APPENDIX C

PROCEDURES FOR PRIVATE SCHOOL OR OUT-OF-COUNTY SCHOOL STUDENTS ATTENDING DUVAL COUNTY PUBLIC SUMMER SCHOOLS

A letter shall accompany each elementary pupil from the private school providing the following information:

1. A statement specifying that the pupil needs instruction in reading and/or math in order to be promoted to the next higher grade level.

2. Test score information in the areas of reading and mathematics.

3. An agreement that the private school or out-of-county school will accept the Duval County Public Schools' decision on promotion and/or retention at the end of the summer school session.

4. A statement that parental consent to this procedure has been obtained by the private school or out-of-county school system.

A letter shall accompany each secondary student from the private school or out-of-county school system providing the following information:

1. A statement specifying that the student needs instruction and/or credit in a specific subject area in order to be promoted to the next higher grade level.

2. A statement that such instruction and credit is a part of the student's approved program of studies.

3. Test score and grade information where appropriate.

4. An agreement that the private school or out-of-county school system will accept the Duval County Public Schools' decision on whether or not the student successfully completed (passed) the course in the designated subject area and is eligible for credit toward promotion.

5. A statement that parental consent to this procedure has been obtained by the private school or out-of-county school system.

APPENDIX D

PROCEDURES FOR DUVAL COUNTY PUBLIC SCHOOL SYSTEM STUDENTS ATTENDING PRIVATE SCHOOL OR OUT-OF-COUNTY SCHOOLS' SUMMER SESSIONS

1. The parents of the student must file a request with the school principal stating that the student will attend a summer school session outside the Duval County Public School System for promotional credit. This statement shall be filed with the student's school principal prior to the beginning of the district's summer school session.

2. The parent shall present to the student's school principal a letter verifying academic progress and attendance, and include any appropriate evaluation data from the summer school at least ten working days prior to the opening of the new school year.

3. In addition, the district criterion-referenced test (EST, MLST), when appropriate, shall be administered at least five working days before the beginning of the new school year.

4. The principal and/or designated instructional staff shall utilize the data received from the summer school and the testing data described in paragraph three, to make the final grade placement determination.

5. A secondary student attending a private school or out-of-county school's summer session in order to earn one credit toward promotion and/or graduation in the Duval County Public School System, shall attend summer school for not less than 120 hours of instruction.

APPENDIX E

FOREIGN EXCHANGE VISITOR PROGRAM REQUIREMENTS AND PROCEDURES FOR DUVAL COUNTY STUDENTS ATTENDING SCHOOLS IN FOREIGN COUNTRIES

The primary purpose of the Foreign Exchange Visitor Program is to provide students with an intercultural and international educational experience. Visiting students are able to improve their knowledge of the foreign culture and language skills by active participation in family, school and community life.

A Duval County student involved in the Foreign Exchange Visitor Program may be excused from school attendance for all or part of a year and receive credit toward graduation for approved courses completed satisfactorily in a foreign country.

Organizations and institutions sponsoring students must be approved by the United States Department of State in order to be eligible to participate in the Foreign Exchange Visitor Program. The International Communication Agency's "Criteria for Teen-Ager Exchange Visitor Programs" shall be used as the official guidelines for the program with the exception of Section 6.1 that pertains to the number of students that can be enrolled in any one Duval County Public School.

I

PRINCIPAL'S RECOMMENDATION FOR CANDIDACY

To become a candidate for the Foreign Exchange Visitor Program, the student must meet the following requirements:

1. Receive a recommendation from the school principal to apply for candidacy in the Foreign Exchange Visitor Program.

2. Students expressing an interest should be screened to determine their qualifications on the following basis:

   a. academic ability
   b. adaptability to strange surroundings
   c. ability to get along with various types of people
   d. a genuine interest in bettering relations among people
   e. maturity

3. Be accepted by a Foreign Exchange Visitor Program

4. Have at least a B average or better in academic subjects

5. Be at least 15, but not more than 19 years of age on the date of application.

II

COURSE TRANSFER AND GRADE REQUIREMENTS

Any course taken in a foreign country under the Foreign Exchange Visitor Program and submitted for credit towards high school graduation will be accepted under the following conditions:

1. The course is convertible to a course currently offered in the Duval County school system in accordance with conversion tables available through the central guidance office.

2. Courses to be submitted for credit toward graduation must be approved in advance of enrolling in the foreign school. Any necessary change must be authorized in advance by the home school principal or his designee.

3. The student and parent or guardian must sign a written agreement indicating the course(s) to be taken while enrolled in the program.

4. Where applicable, the student must pass the Minimum Level Skills Test for a course required for credit.

To be eligible for graduation and to obtain a high school diploma, a student must satisfactorily complete graduation requirements of the Duval County School Board and the State Department of Education.

III

APPLICATION PROCEDURE

Students interested in the Foreign Exchange Visitor Program and who meet Duval County school system's eligibility requirements should submit a completed application to the sponsor of one of the Foreign Exchange Visitor Programs.

Students accepted for entry in a Foreign Exchange Visitor Program will need a recommendation (based on eligibility requirements) from their high school principal in order to complete the application procedure.

IV

STUDENT-PARENT-COUNSELOR CONFERENCE

High school counselors must schedule individual conferences with student applicants and their parents in order to discuss course requirements needed for Duval County high school graduation and the foreign school's related course which must conform to course conversion guidelines. The counselor will also counsel and inform parents and students in other required areas which might affect eligibility.

V

PRINCIPAL'S RECOMMENDATION FOR PARTICIPATION

The principal's recommendation for participation in the Foreign Exchange Program will be based on the following:

1. Student's application.

2. Terms of Agreement (must be signed by student, parent and counselor).

3. Satisfactory compliance with all eligibility requirements.

4. High school transcript (must specify course(s) for study in foreign country).

5. Verification of acceptance in Foreign Exchange Visitor Program. (To be executed through counselor's office).

VI

NOTIFICATION OF DECISION

The student and his parent will be notified by the counselor of the principal's decision. One copy of the Terms of Agreement with the principal's recommentation will be given to the student and one copy will be placed in the student's cumulative folder.

VII

VERIFICATION OF COURSES COMPLETED

It will be the responsibility of the student and his parents to provide the school principal with an official transcript of scholastic work completed immediately upon returning from a foreign country. Transfer course credit cannot be credited without receipt of the foreign school's official transcript.

VIII

OTHER NECESSARY PROCEDURES, REQUIREMENTS AND REGULATIONS

1. The Supervisor of Guidance Services should meet and review with the Foreign Exchange Visitor Program sponsors the policy and guidelines prior to the student's departure.

2. Application procedure and conference with the counselor should be completed prior to the end of the school year preceding participation in the Foreign Exchange Visitor Program.

3. Only non-profit organizations and institutions should be recognized as sponsors for the Foreign Exchange Visitor Program.

4. All approved applications for participation in the Foreign Exchange Visitor Program should be coordinated with the Supervisor of Guidance Services.

5. At the time of application, it will be determined whether the student will attempt to complete all graduation requirements and receive a diploma with his class.

6. The school does not accept responsibility for other arrangements not directly related to the normal rights and privileges of students enrolled in the Duval County school system.

APPENDIX F

FOREIGN EXCHANGE VISITOR PROGRAM REQUIREMENTS AND PROCEDURES FOR FOREIGN STUDENTS ATTENDING DUVAL COUNTY PUBLIC SCHOOLS

The School Board recognizes the importance of intercultural and international education as an important part of a school program.

Foreign exchange visitor programs improve America's knowledge of a foreign culture by allowing county students and their communities to experience international understanding on a personal basis. Further, they improve the foreign student's knowledge of American culture and language skills through active participation in family, school, and community life.

Any student from a foreign country sponsored by a foreign exchange visitor program who fulfills all eligibility requirements (applicable Federal and State Regulations), including the written approval of the principal, may attend a Duval County high school at the discretion of the Duval County School Board.

Organizations and institutions sponsoring students must be approved by the United States Department of State in order to be eligible to participate in the Foreign Exchange Visitor Program. The International Communication Agency's "Criteria for Teen-Ager Exchange Visitor Programs" shall be used as the official guidelines for the program with the exception of Section 6.1 that pertains to the number of students that can be enrolled in any one Duval County Public School.

ELIGIBILITY REQUIREMENTS

Sponsors

Applications may be made by organizations desiring to sponsor foreign students in Duval County schools. Any organization sponsoring a student must supply the name, address and telephone number of a local representative who is a resident of Duval County and can be contacted at any time in case of emergency or other problem.

Eligible Students

Students must meet the following eligibility requirements prior to acceptance:

1. Agree to be in attendance a minimum of one semester; attendance for two semesters is preferred.

2. Be at least 15 but not more than 19 years of age on the date of enrollment.

3. Have sufficient knowledge of the English language to participate in high school classes.

4. Have appropriate medical insurance coverage with a hold harmless clause for the Duval County School Board and public school system.

5. Be accepted by a host family.

   The host American family should be selected to assure that the exchange student will have companionship. It is strongly recommended that the host family have a teenager attending the same school as the student will attend. Exceptions can be made only when the sponsoring organization has investigated the situation and can satisfy the school that the student will have ample opportunity to meet with and spend considerable time with teenagers in this country.

6. Obtain written approval of the principal subject to the following restriction:

   The principal may grant approval for entrance of foreign exchange students up to a maximum of six.

Procedures for Admission of Eligible Students

The sponsoring organization must apply for and obtain written approval from the principal for admission of the student at least five weeks prior to the beginning of the school year. The application shall include the student's school transcript, evidence of English competency, pertinent information about the student and the host family, the evidence of acceptance by the host family, the student's health record and an assurance of appropriate medical insurance coverage.

At the time of application it shall be determined whether the student will attempt to earn a high school diploma.

Written approval or denial for admission will be given to the sponsoring organization by the principal.

Notification to the Student and Host Family

A copy of the School Board policy and the regulations regarding foreign exchange students will be sent to the student and host family after the student has been approved for admission to a Duval County high school.

Enrollment and Orientation

The exchange student, accompanied by a representative of the sponsoring organization and a member of the host family, will meet with the principal and a counselor to enroll the student. Formal entrance to school will be at the beginning of the school year. An orientation designed to acquaint the student with the American school and with the rules governing the behavior of all students will be provided by the school staff. The student shall follow school rules and shall participate fully in the educational program provided.

Supervision

It is the sponsor's responsibility to make all travel and accommodation arrangements, including securing the host family. It is the sponsor's responsibility to resolve problems that arise between the student, the host family, and/or the school including, if necessary, the changing of host families or the early return home of the exchange student because of personal difficulties. The principal shall notify the local representative of the sponsoring organization if the host family is reported to be neglecting the needs of the exchange student.

Financial Support

All expenses, including school and school related expenses are the responsibility of the sponsoring organization and the host family. The student may finance school related expenses if the student is able. The student or host family shall pay for school lunches, admission to school activities, and items such as the yearbook, school ring, and cap and gown.

Any fund raising for the support of foreign exchange students shall be in accordance with School Board policies.

Employment

Exchange students are not permitted to take regular part-time jobs during their stay in the United States. However, non-competitive small jobs, not to exceed ten hours a week, such as tutoring, grass cutting, and baby or people sitting, will be allowed. Consequently, exchange students will not be issued work permits or be enrolled in cooperative programs.

Athletic Eligibility

Students will be governed by the Florida High School Activities Association rules and regulations regarding participation in inter-scholastic athletic competition.

Graduation

Upon completion of the stay in Duval County, the student will be issued an official transcript of all work completed.

To be eligible for graduation and to obtain a high school diploma a student must have completed all graduation requirements of the Duval County School Board and the State of Florida Department of Education.

APPENDIX G

PROCEDURE FOR SCHEDULING FOREIGN EXCHANGE STUDENTS INTO CLASSES

1. After all papers are in order, the Curriculum Assistant and Guidance Counselor talk at length with the relative, friend or sponsor who is to be responsible for the foreign student. The purpose of this interview is to learn as much as possible about the student's academic background including necessary course clarification, special interests outside of school, home environment, training and orientation in the use of English, and previous travels in the United States and/or English speaking countries. The school must understand its role in relation to the specific needs of the student.

2. When possible, the student is assigned to a homeroom with a neighbor or with another student who speaks his language, either a native speaker or an English speaker with a second language.

3. Math, science, and social studies classes are assigned by matching these courses as nearly as possible with the ones the student was previously taking.

4. The student may be scheduled into a foreign language class at the appropriate level of his own native language (e.g. Spanish) or into a class of his "second language" studied in his own country (e.g. as is French in Iraq).

5. The student is scheduled into a standard English class where he will be in contact with fluent speakers of the language.

6. If the student's command of English is not substantial, he is placed into the ESOL class (English Speakers of Other Languages) in addition to the regular English class.

7. Individual teachers are apprised of the arrival of a foreign student and furnished as much information as possible as to the capabilities/limitations of the student. These teachers work with the ESOL teacher who can give support in subject preparation.

8. No foreign student will be given a diploma unless all graduation requirements are met.

APPENDIX H

METHOD FOR DETERMINING THE FINAL AVERAGES FOR TWO SEMESTER/ONE SEMESTER COURSES FOR SECONDARY SCHOOLS

1. Assign final averages as follows:

Grade	Points
A	4.0 - 3.5
B	3.4 - 2.5
C	2.4 - 1.5
D	1.4 - 0.8
E	Below 0.8

2. Assign points to the Nine Weeks and Final Exam as follows:

Grade	Points
A	4
B	3
C	2
D	1
E	0

3. Average the grades as follows:

   (a) Two semester grades are computed by multiplying the quarterly grade points by 2 and adding the final exam grade points. Divide total points by 9 thus arriving at final yearly grade.

   Example

1st Qtr.	+ 2nd Qtr.	+ 3rd Qtr.	+ 4th Qtr.	+ Final
A	B	C	D	C
4 x 2	3 x 2	2 x 2	1 x 2	+ 2

   = 22 points ÷ 9 = 2.4 = C

(b) Semester grades are computed by multiplying the quarterly grade points by 4 and adding the final exam grade points. Divide total points by 9 thus arriving at the final semester grade.

Example

1st Qtr.	+	2nd Qtr.	+	Semester Final
B		A		B
12		16		3

= 31 points ÷ 9 = 3.4 = B

General

1. Each individual teacher arrives at a nine weeks grade using professional judgment, tests, assignments, and other criteria resulting from course objectives.
2. A student shall pass the last nine week grading period or a comprehensive final examination in order to receive a passing grade for the course.
3. A mandatory final exam shall be given to all students and shall count as 1/9.
4. Any deviation from this policy shall be explained in writing and approved by the Department Chairman and Principal prior to giving the grade.

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APPENDIX I

MINIMUM ATTENDANCE REQUIREMENT FOR SECONDARY STUDENTS

A minimum attendance requirement of 36 days per 45 day grading period shall be maintained to qualify a student for a passing grade in each course. This shall include all absences from class, excused or unexcused, field trips, school business, etc. Under conditions that warrant special consideration, an appeals committee in each individual school shall be instituted to handle such cases. The composition of the appeals committee shall be at the discretion of the principal. Final resolution at the school level shall be left with the principal. Further appeal shall be available through the superintendent.

Parents shall be notified upon the fifth absence of the student from any class to request their cooperation in preventing further absences. Another notice shall be issued upon the ninth absence to inform them that the maximum number of absences has been reached. Teachers shall immediately notify the appropriate counselor upon the fifth and ninth absence. The counselor shall notify the parent.

APPENDIX J

PROCEDURE FOR THE RANKING OF SENIORS

1. All seniors will be ranked twice: (1) at the completion of the eleventh grade and (2) at the end of the third quarter of the twelfth grade.

2. The grades to be used in computing the grade-point average at the close of the eleventh grade shall be:

   a. The final grade average in all year-long courses in grades 10 and 11.

   b. The final grade average in all semester courses in grades 10 and 11.

3. The grades to be used in computing the grade-point average at the end of the third quarter of the senior year shall be:

   a. The final grade average in all semester courses in grades 10 and 11.

   b. The final grade average in all semester courses in grades 10 and 11 and the first semester of grade 12.

   c. The quarter grades in all year-long courses and second semester courses of grade 12.

4. The grade-point average shall be computed by including all subjects taken, including the ones failed.

5. The grade-point average shall be computed to the fourth decimal place (ten thousandths).

6. Advanced courses in math, English, social studies and science shall be weighted on the following scale: A=5, B=4, C=3, D=2, E=0. Other courses shall be weighted on the folowing scale: A=4, B=3, C=2, D=1, E=0. These weights became effective beginning with the 1977-78 senior class, with the exception of those schools that implemented the weighting system for the 1976-77 school year.

7. The valedictorian and salutatorian shall be determined by re-ranking the top students in the senior class using the quarter grades received in grade 10 through the third quarter of the 12th grade. All quarter grades of courses dropped shall be counted in computing the grade-point average.

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